

Mr. Speaker, I yield back the balance of my time.

Mr. CONNOLLY. Mr. Speaker, I rise today in support of H. Res. 634, expressing support for the U.S.-Republic of Korea-Japan trilateral relationship.

The United States-Republic of Korea-Japan trilateral relationship is strategically vital to countering the provocations emanating from North Korea, and this resolution provides guidance for what should be our shared priorities in addressing the threat posed by the paranoid regime in Pyongyang.

As a co-chair of the Congressional Caucus on Korea, I remain deeply concerned with the volatility and ever-present potential of conflict on the Korean Peninsula.

It is a specter that looms over 75 million Koreans and, for their sake and that of the region, the U.S., the Republic of Korea, Japan, China, and other regional stakeholders must demonstrate commitment to addressing this threat.

The Korean Peninsula is one of the most dangerous flashpoints on the globe. There have been recent developments in the North Korea saga that are profoundly troubling and deserve an immediate response from Congress.

North Korea's fourth nuclear weapons test and ongoing ballistic missile tests confirm that the regime in Pyongyang is committed to defying international norms and destabilizing the Asia-Pacific region.

This resolution, sanctions passed by Congress, the United Nations Security Council Resolution 2270, the R.O.K.'s decision to close Kaesong Industrial Complex, and the recent agreement to deploy the THAAD missile defense system to the Peninsula constitute a concerted effort to target North Korea's illicit trade networks and protect a vital U.S. ally from the illicit nuclear program that has made North Korea a world pariah.

The North Korean threat endangers the security and stability of close and valued defense treaty allies, the R.O.K. and Japan.

The U.S. has met this challenge with security assurances, military resources, deepened economic ties, and an effort to marshal the opposition of the international community against a nuclear armed North Korea.

We must continue to demonstrate the resolve to achieve a nuclear-weapon-free Korean Peninsula.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from California (Mr. ROYCE) that the House suspend the rules and agree to the resolution, H. Res. 634, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution, as amended, was agreed to.

A motion to reconsider was laid on the table.

EDUCATION FOR ALL ACT OF 2016

Mr. ROYCE. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4481) to amend the Foreign Assistance Act of 1961 to provide assistance for developing countries to promote quality basic education and to establish the goal of all children in school and learning as an objective of

the United States foreign assistance policy, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4481

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the “Education for All Act of 2016”.

(b) TABLE OF CONTENTS.—The table of contents for this Act is as follows:

Sec. 1. Short title; table of contents.

Sec. 2. Sense of Congress.

Sec. 3. Assistance to promote sustainable, quality basic education.

Sec. 4. Comprehensive integrated United States strategy to promote basic education.

Sec. 5. Improving coordination and oversight.

Sec. 6. Monitoring and evaluation of programs.

Sec. 7. Transparency and reporting to Congress.

Sec. 8. Definitions.

SEC. 2. SENSE OF CONGRESS.

It is the sense of Congress that—

(1) education lays the foundation for increased civic participation, democratic governance, sustained economic growth, and healthier, more stable societies;

(2) it is in the national interest of the United States to promote access to sustainable, quality universal basic education in developing countries;

(3) United States resources and leadership should be utilized in a manner that best ensures a successful international effort to provide children in developing countries with a quality basic education in order to achieve the goal of quality universal basic education; and

(4) promoting gender parity in basic education from childhood through adolescence serves United States diplomatic, economic, and security interests worldwide.

SEC. 3. ASSISTANCE TO PROMOTE SUSTAINABLE, QUALITY BASIC EDUCATION.

Section 105 of the Foreign Assistance Act of 1961 (22 U.S.C. 2151c) is amended by adding at the end the following:

“(c) ASSISTANCE TO PROMOTE SUSTAINABLE, QUALITY BASIC EDUCATION.—

“(1) POLICY.—In carrying out this section, it shall be the policy of the United States to work with partner countries, other donors, multilateral institutions, the private sector, and nongovernmental and civil society organizations, including faith-based organizations and organizations that represent teachers, students, and parents, to promote sustainable, quality basic education through programs and activities that, consistent with Article 26 of the Universal Declaration of Human Rights—

“(A) align with and respond to the needs, capacities, and commitment of developing countries to strengthen educational systems, expand access to safe learning environments, ensure continuity of education, measurably improve teacher skills and learning outcomes, and support the engagement of parents in the education of their children, so that all children, including marginalized children and other vulnerable groups, may have access to and benefit from quality basic education; and

“(B) promote education as a foundation for sustained economic growth and development within a holistic assistance strategy that places partner countries on a trajectory toward graduation from assistance provided under this section and contributes to improved—

“(i) early childhood development;

“(ii) life skills and workforce development;

“(iii) economic opportunity;

“(iv) gender parity;

“(v) food and nutrition security;

“(vi) water, sanitation, and hygiene;

“(vii) health and disease prevention and treatment;

“(viii) disaster preparedness;

“(ix) conflict and violence reduction, mitigation, and prevention; and

“(x) democracy and governance; and

“(C) monitor and evaluate the effectiveness and quality of basic education programs.

“(2) PRINCIPLES.—In carrying out the policy referred to in paragraph (1), the United States shall be guided by the following principles of aid effectiveness:

“(A) ALIGNMENT.—Assistance provided under this section to support programs and activities under this subsection shall be aligned with and advance United States diplomatic, development, and national security interests.

“(B) COUNTRY OWNERSHIP.—To the greatest extent practicable, assistance provided under this section to support programs and activities under this subsection should be aligned with and support the national education plans and country development strategies of partner countries, including activities that are appropriate for and meet the needs of local and indigenous cultures.

“(C) COORDINATION.—

“(i) IN GENERAL.—Assistance provided under this section to support programs and activities under this subsection should be coordinated with and leverage the unique capabilities and resources of local and national governments in partner countries, other donors, multilateral institutions, the private sector, and nongovernmental and civil society organizations, including faith-based organizations and organizations that represent teachers, students, and parents.

“(ii) MULTILATERAL PROGRAMS AND INITIATIVES.—Assistance provided under this section to support programs and activities under this subsection should be coordinated with and support proven multilateral education programs and financing mechanisms, which may include the Global Partnership for Education, that demonstrate commitment to efficiency, effectiveness, transparency, and accountability.

“(D) EFFICIENCY.—The President shall seek to improve the efficiency and effectiveness of assistance provided under this section to support programs and activities under this subsection by coordinating the related efforts of relevant Executive branch agencies and officials, including efforts to increase gender parity and to provide a continuity of basic education activities in humanitarian responses and other emergency settings.

“(E) EFFECTIVENESS.—Programs and activities supported under this subsection shall be designed to achieve specific, measurable goals and objectives and shall include appropriate targets, metrics and indicators that can be applied with reasonable consistency across such programs and activities to measure progress and outcomes.

“(F) TRANSPARENCY AND ACCOUNTABILITY.—Programs and activities supported under this subsection shall be subject to rigorous monitoring and evaluation, which may include impact evaluations, the results of which shall be made publicly available in a fully searchable, electronic format.

“(3) PRIORITY AND OTHER REQUIREMENTS.—The President shall ensure that assistance provided under this section to support programs and activities under this subsection is aligned with the diplomatic, economic, and national security interests of the United

States and that priority is given to developing countries in which—

“(A) there is the greatest need and opportunity to expand access to basic education and to improve learning outcomes, including for marginalized and vulnerable groups, particularly women and girls, or populations affected by conflict or crisis; and

“(B) such assistance can produce a substantial, measurable impact on children and educational systems.

“(4) DEFINITIONS.—In this subsection:

“(A) BASIC EDUCATION.—The term ‘basic education’ includes—

“(i) all program and policy efforts aimed at improving early childhood, preprimary education, primary education, and secondary education, which can be delivered in formal and nonformal education settings, and in programs promoting learning for out-of-school youth and adults;

“(ii) capacity building for teachers, administrators, counselors, and youth workers;

“(iii) literacy, numeracy, and other basic skills development that prepare an individual to be an active, productive member of society and the workforce; and

“(iv) workforce development, vocational training, and digital literacy that is informed by real market needs and opportunities.

“(B) PARTNER COUNTRY.—The term ‘partner country’ means a developing country that participates in or benefits from basic education programs under this subsection pursuant to the prioritization criteria described in paragraph (3), including level of need, opportunity for impact, and the availability of resources.

“(C) RELEVANT EXECUTIVE BRANCH AGENCIES AND OFFICIALS.—The term ‘relevant Executive branch agencies and officials’ means—

“(i) the Department of State, the United States Agency for International Development, the Department of the Treasury, the Department of Labor, the Department of Education, the Department of Health and Human Services, the Department of Agriculture, and the Department of Defense;

“(ii) the Chief Executive Officer of the Millennium Challenge Corporation, the Coordinator of United States Government Activities to Combat HIV/AIDS Globally, the National Security Advisor, the Director of the Peace Corps, and the National Economic Advisor; and

“(iii) any other department, agency, or official of the United States Government that participates in activities to promote quality basic education pursuant to the authorities of such department, agency, or official or pursuant to this Act.

“(D) NATIONAL EDUCATION PLAN.—The term ‘national education plan’ means a comprehensive national education plan developed by partner country governments in consultation with other stakeholders as a means for wide-scale improvement of the country’s education system, including explicit, credible strategies informed by effective practices and standards to achieve quality universal basic education.

“(E) HIV/AIDS.—The term ‘HIV/AIDS’ has the meaning given that term in section 104A(h).

“(F) MARGINALIZED CHILDREN AND VULNERABLE GROUPS.—The term ‘marginalized children and vulnerable groups’ includes girls, children affected by or emerging from armed conflict or humanitarian crises, children with disabilities, children in remote or rural areas (including those who lack access to safe water and sanitation), religious or ethnic minorities, indigenous peoples, orphans and children affected by HIV/AIDS, child laborers, married adolescents, and victims of trafficking.

“(G) GENDER PARITY IN BASIC EDUCATION.—The term ‘gender parity in basic education’ means that girls and boys have equal access to quality basic education.

“(H) NONFORMAL EDUCATION.—The term ‘nonformal education’—

“(i) means organized educational activities outside the established formal system, whether operating separately or as an important feature of a broader activity, that are intended to serve identifiable learning clientele and learning objectives; and

“(ii) includes youth programs and community training offered by community groups and organizations.

“(I) SUSTAINABILITY.—The term ‘sustainability’ means, with respect to any basic education program that receives funding pursuant to this section, the ability of a service delivery system, community, partner, or beneficiary to maintain, over time, such basic education program.”

SEC. 4. COMPREHENSIVE INTEGRATED UNITED STATES STRATEGY TO PROMOTE BASIC EDUCATION.

(a) STRATEGY REQUIRED.—Not later than October 1, 2016, October 1, 2021, and October 1, 2026, the President shall submit to the appropriate congressional committees a comprehensive United States strategy to promote quality basic education in partner countries by—

(1) seeking to equitably expand access to basic education for all children, particularly marginalized children and vulnerable groups; and

(2) measurably improving the quality of basic education and learning outcomes.

(b) REQUIREMENT TO CONSULT.—In developing the strategy required by subsection (a), the President shall consult with—

(1) the appropriate congressional committees;

(2) relevant Executive branch agencies and officials;

(3) partner country governments; and

(4) local and international nongovernmental organizations, including faith-based organizations and organizations representing students, teachers, and parents, and other development partners engaged in basic education assistance programs in developing countries.

(c) PUBLIC COMMENT.—The President shall provide an opportunity for public comment on the strategy required by subsection (a).

(d) INITIAL STRATEGY.—For the purposes of this section, the strategy entitled “USAID education strategy”, as in effect on the day before the date of the enactment of this Act, shall be deemed to fulfill the initial requirements of subsection (a) for 2016.

(e) ELEMENTS.—The strategy required by subsection (a) shall be developed and implemented consistent with the principles set forth in subsection (c) of section 105 of the Foreign Assistance Act of 1961 (as added by section 3 of this Act) and shall seek to—

(1) build the capacity of relevant actors in partner countries, including in government and in civil society, to develop and implement national education plans that are aligned with and advance country development strategies;

(2) identify and replicate successful interventions that improve access to and quality of education;

(3) project general levels of resources needed to achieve stated program objectives;

(4) leverage United States capabilities, including through technical assistance, training and research; and

(5) improve coordination and reduce duplication among relevant Executive branch agencies and officials, other donors, multilateral institutions, nongovernmental organizations, and governments in partner countries.

(f) ACTIVITIES SUPPORTED.—Assistance provided under section 105 of the Foreign Assistance Act of 1961 (as amended by section 3 of this Act) should advance the strategy required by subsection (a), including through efforts to—

(1) ensure an adequate supply and continued support for trained, effective teachers;

(2) design and deliver relevant curricula, uphold quality standards, and supply appropriate teaching and learning materials;

(3) build the capacity of basic education systems in partner countries by improving management practices and supporting their ability to collect relevant data and monitor, evaluate, and report on the status and quality of education services, financing, and student-learning outcomes;

(4) help mobilize domestic resources to eliminate or offset fees for educational services, including fees for tuition, uniforms, and materials;

(5) support education on human rights and conflict-resolution while ensuring that schools are not incubators for violent extremism;

(6) work with communities to help girls overcome relevant barriers to their receiving a safe, quality basic education, including by improving girls’ safety in education settings, helping girls to obtain the skills needed to find safe and legal employment upon conclusion of their education, and countering harmful practices such as child, early, and forced marriage and gender-based violence;

(7) ensure access to education for the most marginalized children and vulnerable groups, including through the provision of appropriate infrastructure, flexible learning opportunities, accelerated and second-chance classes, and opportunities that support leadership development;

(8) make schools safe and secure learning environments without threat of physical, psychological, and sexual violence, including by supporting safe passage to and from schools and constructing separate latrines for boys and girls; and

(9) support a communities-of-learning approach that utilizes schools as centers of learning and development for an entire community, to leverage and maximize the impact of other development efforts, and reduce duplication and waste.

(g) ADDITIONAL ACTIVITIES SUPPORTED FOR COUNTRIES AFFECTED BY CONFLICT AND CRISES.—In addition to the activities supported under subsection (f), assistance provided under section 105 of the Foreign Assistance Act of 1961 (as amended by section 3 of this Act) to foreign countries or those parts of the territories of foreign countries that are affected by or emerging from armed conflict, humanitarian crises, or other emergency situations may be used to support efforts to—

(1) ensure a continuity of basic education for all children through appropriate formal and nonformal education programs and services;

(2) ensure that basic education assistance of the United States to countries in emergency settings shall be informed by the Minimum Standards of the Inter-Agency Network for Education in Emergencies (“INEE Minimum Standards”);

(3) coordinate basic education programs with complementary services to protect children from physical harm, psychological and social distress, recruitment into armed groups, family separation, and abuses related to their displacement;

(4) support, train, and provide professional development for educators working in emergency settings;

(5) help build national capacity to coordinate and manage basic education during emergency response and through recovery;

(6) promote the reintegration of teachers and students affected by conflict, whether refugees or internally displaced, into educational systems; and

(7) ensure the safety of children in school, including through support for—

(A) the provision of safe learning environments with appropriate facilities, especially for girls;

(B) safe passage to and from school, including landmine awareness, the designation of schools as conflict-free zones, the adoption and support of community-owned protective measures to reduce the incidence of attacks on educational facilities and personnel by local actors, armed groups, and armed forces;

(C) out-of-school and flexible-hour education programs in areas where security conditions are prohibitive;

(D) safety plans in case of emergency with clearly defined roles for school personnel; and

(E) appropriate infrastructure, including emergency communication systems and access to mobile telecommunications with local police and security personnel.

SEC. 5. IMPROVING COORDINATION AND OVERSIGHT.

(a) SENIOR COORDINATOR OF UNITED STATES INTERNATIONAL BASIC EDUCATION ASSISTANCE.—There is established within the United States Agency for International Development a Senior Coordinator of United States International Basic Education Assistance (referred to in this Act as the “Senior Coordinator”), who shall be appointed by the President.

(b) DUTIES.—

(1) IN GENERAL.—The Senior Coordinator shall have primary responsibility for the oversight and coordination of all resources and activities of the United States Government relating to the promotion of international basic education programs and activities.

(2) SPECIFIC DUTIES.—The Senior Coordinator shall—

(A) facilitate program and policy coordination of international basic education programs and activities among relevant Executive branch agencies and officials, partner governments, multilateral institutions, the private sector, and nongovernmental and civil society organizations;

(B) develop and revise the strategy required under section 4;

(C) monitor, evaluate, and report on activities undertaken pursuant to the strategy required under section 4; and

(D) establish due diligence criteria for all recipients of funds provided by the United States to carry out activities under this Act and the amendments made by this Act.

(c) OFFSET.—To offset any costs incurred by the United States Agency for International Development to carry out the establishment and appointment of a Senior Coordinator of United States International Basic Education Assistance in accordance with subsection (a), the President shall eliminate such positions within the United States Agency for International Development, unless otherwise authorized or required by law, as the President determines to be necessary to fully offset such costs.

SEC. 6. MONITORING AND EVALUATION OF PROGRAMS.

The President shall seek to ensure that programs carried out under the strategy required under section 4 shall—

(1) apply rigorous monitoring and evaluation methodologies to focus on learning and accountability;

(2) include methodological guidance in the implementation plan and support systemic data collection using internationally comparable indicators, norms, and methodolo-

gies, to the extent practicable and appropriate;

(3) disaggregate all data collected and reported by age, gender, marital status, disability, and location, to the extent practicable and appropriate;

(4) be planned and budgeted to include funding for both short- and long-term monitoring and evaluation to enable assessment of the sustainability and scalability of assistance programs; and

(5) support the increased use and public availability of education data for improved decision making, program effectiveness, and monitoring of global progress.

SEC. 7. TRANSPARENCY AND REPORTING TO CONGRESS.

(a) ANNUAL REPORT ON THE IMPLEMENTATION OF STRATEGY.—Not later than March 31 of each year through 2031, the President shall submit to the appropriate congressional committees a report on the implementation of the strategy developed pursuant to section 4 and make the report available to the public.

(b) MATTERS TO BE INCLUDED.—The report required under subsection (a) shall include—

(1) a description of the efforts made by relevant Executive branch agencies and officials to implement the strategy developed pursuant to section 4 with a particular focus on the activities carried out;

(2) a description of the extent to which each partner country selected to receive assistance for basic education meets the priority criteria specified in subsection (c) of section 105 of the Foreign Assistance Act (as added by section 3 of this Act); and

(3) a description of the progress achieved over the reporting period toward meeting the goals, objectives, benchmarks, and timeframes specified in the strategy developed pursuant to section 4 at the program level, as developed pursuant to monitoring and evaluation specified in section 6.

SEC. 8. DEFINITIONS.

(a) APPROPRIATE CONGRESSIONAL COMMITTEES.—In this Act, the term “appropriate congressional committees” means—

(1) the Committee on Appropriations and the Committee on Foreign Relations of the Senate; and

(2) the Committee on Appropriations and the Committee on Foreign Affairs of the House of Representatives.

(b) OTHER DEFINITIONS.—In this Act, the terms “basic education”, “partner country”, “relevant Executive branch agencies and officials”, “national education plan”, “marginalized children and vulnerable groups”, and “gender parity in basic education” have the meanings given such terms in subsection (c) of section 105 of the Foreign Assistance Act of 1961 (as added by section 3 of this Act).

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from California (Mr. ROYCE) and the gentleman from New York (Mr. ENGEL) each will control 20 minutes.

The Chair recognizes the gentleman from California.

GENERAL LEAVE

Mr. ROYCE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days to revise and extend their remarks and to include any extraneous material on this measure.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from California?

There was no objection.

Mr. ROYCE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, at the outset, let me thank our colleague, NITA LOWEY, the author of this measure. I very much appreciate her and her team's good work on this bill. Also, Jessica Kelch, a staff member here on the Committee on Foreign Affairs, I appreciate her efforts as well in making sure that this came to the floor.

We all recognize the importance of education for economic growth. We know the impact that it has on social mobility. We know that the overall stability around the globe is partly dependent upon this, and as Congresswoman NITA LOWEY would tell you, education raises the productivity of people. It empowers men, it empowers women to better care for themselves, better care for their families, and increases their civic participation. Even one extra year of schooling has been found to significantly increase a worker's earnings and their lifespan.

But despite widespread agreement about the benefits of education, the fact remains that an alarming number of children worldwide are out of school. At present, over 120 million children around the globe have never attended or have dropped out of school. More than one-third of these children come from countries suffering from war and suffering from conflict. With many recent conflicts lasting well over a decade, it is easy to see how, tragically, we now have entire generations of children who are failing to receive even the most basic education.

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Certainly, this is a humanitarian crisis. But there are clear implications for global stability and our national security as well.

What opportunities are available to children who remain out of school or leave school unable to read, write, or perform basic arithmetic? Sadly, we know these children face a greatly increased risk of abuse at the hands of traffickers, early marriage or forced marriage, and recruitment by criminal or terrorist organizations.

Nowhere is this harsh reality more clear than in Syria, where an estimated 4 million Syrian children are currently out of school. Inside Syria, these children are being shaped by violence and a lack of alternatives that place them at a high risk of exploitation and of radicalization. As refugees, they are placing tremendous pressure on the education systems of countries like Lebanon, Jordan, Turkey.

That is why I rise today in support of H.R. 4481, the Education for All Act. This bill increases direction and accountability for U.S. efforts to impose access to basic education in developing and in conflict-torn countries.

It requires the President to establish a strategy for, and report to Congress on, how the administration will work with other countries and donors on how to build that capacity and how to reduce duplication, how to measure progress, and how to replicate success

in its basic education programming, especially for children affected by conflict and crisis. It also requires increased attention to some of the specific barriers to education that women and girls face.

Lastly, the bill establishes a senior coordinator within the U.S. Agency for International Development to ensure accountability and oversight across all U.S. agencies that are involved in this work.

So, again, I want to thank Representative LOWEY for her continued bipartisan leadership on this issue, as well as my committee's ranking member, Mr. ENGEL, and the chair of our Africa, Global Health, Global Human Rights, and International Organizations Subcommittee, Mr. SMITH, for their work on this legislation.

Mr. Speaker, I reserve the balance of my time.

Mr. ENGEL. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of this legislation.

Let me again thank our chairman, ED ROYCE, for his leadership; and I want to acknowledge my good friend and neighbor from New York, NITA LOWEY, who authored this bill and has long been a champion for expanding access to education not just here in the United States, but around the world.

Mr. Speaker, a recent report from the United Nations tells us that, around the world, more than 260 million young people are not in school. That is 260 million, a staggering amount. Millions more are only able to gain a substandard education.

We cannot overstate the importance of getting young people off to a good start by getting them into the classroom. Every year of primary school increases an individual's earning potential by 5 to 15 percent. More educated populations are healthier and more productive, so it is a win all the way around.

Promoting access to education isn't about helping young people reaching their potential. It is also about enhancing security and stability. For every year a young man spends in school, the likelihood of him becoming involved in violence and extremism drops by 20 percent. In places like Afghanistan and South Sudan, where roughly half of the children are not in school, we know that violent extremists and others are only too happy to provide a rotten alternative for these vulnerable young people. That is why access to basic education needs to be a foreign policy priority.

This legislation calls for a 5-year strategy for expanding opportunities for kids to go to school all over the world, especially where children are most vulnerable. It would put a new point person in charge of making sure that our efforts across government are coordinated and effective. It would place a special emphasis on monitoring and evaluation so we know we are getting the best bang for our buck when it

comes to our investments in basic education.

This is a good bill that will actually help to put children in classrooms around the world, giving them a better shot at a full and successful life.

I, again, thank my friend NITA LOWEY, and I thank the chairman.

Mr. Speaker, I reserve the balance of my time.

Mr. ROYCE. Mr. Speaker, I continue to reserve the balance of my time.

Mr. ENGEL. Mr. Speaker, I yield 5 minutes to the gentlewoman from New York (Mrs. LOWEY), my friend and a wonderful colleague.

Mrs. LOWEY. Mr. Speaker, I want to thank Chairman ROYCE and Ranking Member ENGEL for their support and their enthusiasm for this bill.

Mr. Speaker, I rise in full support of H.R. 4481, the Education for All Act, which I introduced earlier this year with our colleague DAVID REICHERT.

Today, millions of American children are settling into new classrooms and getting back in the swing of their school routines. Despite the challenges many students and schools face, it is hard for us to imagine this time of year not being occupied with the excitement of new school supplies, teachers, and school sporting events. Unfortunately, the ability to access education at all remains a luxury in too many areas around the world. In fact, in 2014, 263 million children, adolescents, and youth were not in school. Our own U.S. Agency for International Development has reported:

The world is in the midst of a global learning crisis.

As of 2014, an estimated 25 million children were never expected to enroll in school, and 758 million adults could not read or write a simple sentence. Women and girls represent two-thirds of these staggering figures. Even daring to attend school requires taking life-threatening risk for girls in many regions.

Malala Yousafzai was shot by the Taliban in Pakistan at the age of 15 for attending school and advocating for other girls to do so. Hundreds of girls have been kidnapped by Boko Haram for seeking a basic education and still remain hostage. That is why this legislation is so critical.

The promotion of international basic education must be among our chief development priorities. Not only is it in the national security interests of the United States, it is simply the right thing to do.

The bill before us today prioritizes USAID's work with foreign governments, NGOs, and multilateral organizations to help nations develop and implement quality programs, address key barriers to school attendance, and increase completion rates for the poorest and most vulnerable children worldwide.

With a comprehensive strategy, the U.S. can lead the world in expanding access to millions of children who aren't in school and improving the

quality of education for millions who are.

Measurable learning outcomes and updates to this strategy every 5 years, with feedback from local and international education and development partners, will ensure we build upon our successes to make progress toward universal education.

Additionally, the legislation strengthens Congress' role and enhances oversight of these efforts by creating a Senior Coordinator of United States International Basic Education Assistance tasked with improving coordination, monitoring the education strategy, and reporting to Congress on implementation. These efforts will not only teach students the three Rs, they will ultimately help protect vulnerable children from poverty, disease, hunger, and, ultimately, extremism.

I have long said there is no greater force multiplier than education. An education is the fundamental tool with which girls and boys are empowered to increase their economic potential, improve their health outcomes, provide for their families, address cultural biases, and participate in their communities.

Children who receive a quality education also contribute to more prosperous economies and healthier, peaceful, and democratic societies. That is why the 9/11 Commission concluded that ensuring educational opportunity is essential to defeating global terrorism.

The SPEAKER pro tempore. The time of the gentlewoman has expired.

Mr. ENGEL. I yield the gentlewoman an additional 2 minutes.

Mrs. LOWEY. First introduced in 2004, the bill we consider today represents many years of hard work to elevate the importance of global education, bipartisan compromise, and the support of over 30 nonprofit and advocacy organizations, including RESULTS, the Basic Education Coalition, the Global Campaign for Education, the Global Poverty Project, the Malala Fund, and many other vital partners.

So, in closing, I want to thank, again, Chairman ROYCE, Ranking Member ENGEL, and their hardworking staffs for their diligent efforts to bring the Education for All Act before the House today.

I urge immediate passage.

Mr. ROYCE. Mr. Speaker, I reserve the balance of my time to close.

Mr. ENGEL. Mr. Speaker, I yield myself such time as I may consume.

In closing, let me say that, if children around the world cannot get a basic education, it will obviously be that much harder for them to get ahead later on in life, to contribute to their economies and communities, to help build stability and prosperity, and to deprive violent extremists of potential recruits.

I think that is an important point. At a time that we are fighting extremism, children who are uneducated are much more vulnerable to be swayed by the allure of violent extremists.

That is why we have made expanding access to education a part of our foreign policy. With this legislation, we are building on existing efforts and making sure administrations—this one and ones to come—will focus on this priority for many, many years to come.

So, again, I want to thank Chairman ROYCE for always working with me hand in hand on important measures like this in a bipartisan fashion. I want to thank Congresswoman LOWEY for her hard work. She has been championing this for many, many years. I support this bill enthusiastically and urge all Members to do the same.

Mr. Speaker, I yield back the balance of my time.

Mr. ROYCE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I, again, want to thank NITA LOWEY and ELIOT ENGEL.

Today, more than 65 million men, women, and children around the globe have been displaced by conflict. This is the highest level of displacement on record—even more than during World War II.

It is critical that we continue to work with other countries and partners to help address the massive education deficit that so many children now face and that our efforts be as efficient and effective as possible. The Education for All Act outlines clear priorities for this work, with an emphasis on sustainability and alignment with U.S. diplomatic development and national security interests.

I urge Members to support this measure.

Again, I thank my colleagues for working on a bipartisan basis on the provisions here.

Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from California (Mr. ROYCE) that the House suspend the rules and pass the bill, H.R. 4481, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

DIGITAL GLOBAL ACCESS POLICY ACT OF 2016

Mr. ROYCE. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5537) to promote internet access in developing countries and update foreign policy toward the internet, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 5537

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Digital Global Access Policy Act of 2016” or the “Digital GAP Act”.

SEC. 2. PURPOSE.

The purpose of this Act is to encourage the efforts of developing countries to improve mobile and fixed access to the internet in order to spur economic growth and job creation, improve health, education, and financial services, reduce poverty and gender inequality, mitigate disasters, promote democracy and good governance, strengthen cybersecurity, and update the Department of State's structure to address cyberspace policy.

SEC. 3. FINDINGS.

Congress finds the following:

(1) Since 2005, the number of internet users has more than tripled from 1,000,000,000 to 3,200,000,000.

(2) 4.2 billion people, 60 percent of the world's population, remain offline and the growth rate of internet access is slowing. An estimated 75 percent of the offline population lives in just 20 countries and is largely rural, female, elderly, illiterate, and low-income.

(3) Studies suggest that across the developing world, women are nearly 50 percent less likely to access the internet than men living within the same communities, and that this digital gender divide carries with it a great economic cost. According to a study, “Women and the Web”, bringing an additional 600,000,000 women online would contribute \$13,000,000,000–\$18,000,000,000 to annual GDP across 144 developing countries.

(4) Without increased internet access, the developing world risks falling behind.

(5) Internet access in developing countries is hampered by a lack of infrastructure and a poor regulatory environment for investment.

(6) Build-once policies and approaches are policies or practices that minimize the number and scale of excavation and construction activities when installing telecommunications infrastructure in rights-of-way, thereby lowering the installation costs for high-speed internet networks and serve as a development best practice.

SEC. 4. STATEMENT OF POLICY.

Congress declares that it is the policy of the United States to partner, consult, and coordinate with the governments of foreign countries, international organizations, regional economic communities, businesses, civil society, and other stakeholders in a concerted effort to—

(1) promote first-time internet access to mobile or broadband internet for at least 1.5 billion people in developing countries by 2020 in both urban and rural areas;

(2) promote internet deployment and related coordination, capacity building, and build-once policies and approaches in developing countries, including actions to encourage—

(A) a build-once approach by standardizing the inclusion of broadband conduit pipes which house fiber optic communications cable that support broadband or wireless facilities for broadband service as part of rights-of-way projects, including sewers, power transmission facilities, rail, pipelines, bridges, tunnels, and roads, that are funded, co-funded, or partially financed by the United States or any international organization that includes the United States as a member, in consultation with telecommunications providers, unless a cost-benefit analysis determines that the cost of such approach outweighs the benefits;

(B) national and local government agencies of developing countries and donor governments and organizations to coordinate road building, pipe laying, and major infrastructure with the private sector so that, for example, fiber optic cable could be laid below roads at the time such roads are built; and

(C) international organizations to increase their financial support, including grants and loans, and technical assistance to expand information and communications access and internet connectivity;

(3) promote policy changes that encourage first-time affordable access to the internet in developing countries, including actions to encourage—

(A) integration of universal and gender-equitable internet access goals, to be informed by the collection of related gender disaggregated data, and internet tools into national development plans and United States Government country-level strategies;

(B) reforms of competition laws and spectrum allocation processes that may impede the ability of companies to provide internet services; and

(C) efforts to improve procurement processes to help attract and incentivize investment in internet infrastructure;

(4) promote the removal of tax and regulatory barriers to internet access;

(5) promote the use of the internet to increase economic growth and trade, including—

(A) policies and strategies to remove restrictions to e-commerce, cross-border information flows, and competitive marketplaces; and

(B) entrepreneurship and distance learning enabled by access to technology;

(6) promote the use of the internet to bolster democracy, government accountability, transparency, and human rights, including—

(A) policies, initiatives, and investments, including the development of national internet plans, that are consistent with United States human rights goals, including freedom of expression, religion, and association;

(B) policies and initiatives aimed at promoting the multistakeholder model of internet governance; and

(C) policies and support programs, research, and technologies that safeguard human rights and fundamental freedoms online, and enable political organizing and activism, free speech, and religious expression that are in compliance with international human rights standards;

(7) promote internet access and inclusion into internet policymaking for women, people with disabilities, minorities, low-income and marginalized groups, and underserved populations; and

(8) promote cybersecurity and data protection, including international use of the National Institute of Standards and Technology (NIST) Framework for Improving Critical Infrastructure Cybersecurity that are industry-led, globally recognized cybersecurity standards and best practices.

SEC. 5. DEPARTMENT OF STATE ORGANIZATION.

(a) SENSE OF CONGRESS.—It is the sense of Congress that the Secretary of State should redesignate an existing Assistant Secretary position to be the Assistant Secretary for Cyberspace to lead the Department of State's diplomatic cyberspace policy generally, including for cybersecurity, internet access, internet freedom, and to promote an open, secure, and reliable information and communications technology infrastructure.

(b) ACTIVITIES.—In recognition of the added value of technical knowledge and expertise in the policymaking and diplomatic channels, the Secretary of State should—

(1) update existing training programs relevant to policy discussions; and

(2) promote the recruitment of candidates with technical expertise into the Civil Service and the Foreign Service.

(c) OFFSET.—To offset any costs incurred by the Department of State to carry out the designation of an Assistant Secretary for Cyberspace in accordance with subsection